

## Organization and Administration

15:230:620, Spring 2012

Tuesdays, 1:00 – 3:40 p.m., Murray 111

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The hash tag for this course will be #RUOrgAdmin

I can be called anytime after 7:00 a.m. and before 9:00 p.m., but call my office number first during work days (9 a.m. – 5 p.m.). My assistant's name is Lisa Pugsley.

### General Information

#### Attendance and Participation

Your participation and contribution will determine the success of this course and your experience in it. One must be in attendance and on time in order to participate fully. **Please let me know (via e-mail or phone) if circumstances preclude your attendance, will cause you to be late, or require you to leave early.** More than one absence is considered excessive.

It is your responsibility to let me know how I can facilitate your participation in class discussions or if I or others are doing something to impede your participation. Participation and contribution will be evaluated on the integration and consideration of course readings in discussions.

**Note: Being late often and having an excessive number of absences (i.e., more than one) will result in a deduction in your course grade.**

Twitter participation will be considered as an element of quality participation and contribution in class.

#### Cell Phones

All cell phones must be turned off in the class room. We meet for a brief period of time one time per week. This should be uninterrupted time. If you are scheduled to be “on duty,” please get someone to cover for you. If there is such a pending emergency or situation that you believe warrants the possibility of you being called from class, please discuss it with me beforehand.

#### Laptops/Tablets

Laptops and tablets in class are permitted; however, class is not the time or place to be IMing, reading e-mail, being on Facebook, surfing the web, or Tweeting (unless it is to the hashtag and is an incredibly positive comment or contribution). If this ends up being the case, the privilege of using laptops in class will be lost for the entire class.

### **Information on Teaching Practice and Student Participation**

I like class to be informal, lively, talkative, challenging, argumentative, exciting, and humorous. I especially appreciate students who are willing to take a chance on being wrong. I really like to see students test out ideas in class. I also realize that there are those students who will want to contribute a lot to class. If this describes you, I ask that you monitor your contributions and if you do see that you are contributing a lot or dominating the conversation, please allow others the opportunity to contribute as well or, even better, encourage others to contribute. **I will also sometimes ask some students to wait before responding in order to give other students an opportunity to contribute to our conversation.** Also, I will often call on people (especially quiet people). If you do not have an answer or response, do not worry about it. The purpose of class discussion is not evaluation. I do not assume that people are incompetent just because they do not have one particular answer on the tip of their tongue.

### **Joking**

Often I joke with people (I like class to be fun). When I do joke with people, it means that I am having a little fun and I think you can handle it. If I say something that you do not like or believe to be inappropriate, please let me know as soon as possible after the end of class. It is **NEVER** my intention to embarrass, insult, or hurt a person.

### **Reading and Work**

There is a good deal of reading in this class. You are encouraged to share the readings. However, it is important that everyone come prepared to discuss or work on all readings due that day in class. Therefore, students sharing readings will need to read ahead, so that everyone will be able to review any notes prior to the class in which they are due. "That wasn't my chapter" is not an appropriate response to a question in class.

This course is a lot of work. There is a lot of reading, and there are a number of written assignments. I think you will find that it is all worth it, but you must plan accordingly! My goal in this course is to prepare you to understand, work, and conduct inquiry in today's higher education organizational and administrative environment. I take this very seriously and I am quite confident that if you work hard in this course, you will be ready.

### **Notice to Students with Disabilities**

Rutgers University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this class, please register with Disability Support Services immediately.

If you are registered with Disability Support Services and require accommodations, please make an appointment with me to go over your needs no later than the end of the first week of class. You will need to have your Letter of Accommodation. For more information, go to <http://disabilityservices.rutgers.edu/request.html>.

### **Ethical Practices**

Naturally, I expect all students to practice the highest professional standards in your writing and presentation of scholarly ideas. Proper citations, paraphrasing, and proper quotations will be essential in all your work. Should any student violate standards of academic honesty (in

written work, research, etc.) he or she will be held accountable through Rutgers University procedures. Clearly, we must practice and model this highest ethical standard for others.

Information is available at <http://policies.rutgers.edu/PDF/Section10/10.2.13-current.pdf>

### **Expectations of Me**

You certainly have expectations of me for this course as well. You should expect that I will be prepared, read and return your work in a timely way, and be interested and engaged with your work. I will remember that each of you brings a different background and experience to this course, but expect you will help me do that. I will learn from you and when we identify questions that need other expertise (e.g., about your topics) then I will help you find it. I will meet with you individually or as a group as you request and be available in all ways possible (in person, phone, and e-mail). *We are all teachers and learners.* Together we will work hard and have fun.

## **Course Overview**

In order to most effectively lead within institutions of higher education (IHEs) or assist in their continued development and transformation, one must understand and appreciate them as complex systems no matter their size. When viewing postsecondary institutions through organizational analysis, a broader view is taken looking at the entire system internally and externally, not simply as divisions, department, or functions. Organizational analysis emphasizes conceptual models and the way these can be overlaid on real institution contexts and problems.

This course focuses on colleges and universities as unique and complex organizations. Two and four year colleges, universities, and other degree or credit granting postsecondary institutions receive and manage resources; serve as the primary source of employment for faculty, researchers, administrators, and staff; and design and deliver educational, research, and service activities to a diverse clientele of students, organizations, government agencies, and to society as a whole. There is an extensive conceptual, research, and descriptive literature base on the characteristics and dynamics of these organizations. Much of it emphasizes their fairly unique nature, purpose, and/or dynamics. Examining higher education institutions as complex organizations is a useful perspective for individuals planning either academic or administrative careers in the area, and offers a rich conceptual base for practical understanding or further scholarly examination.

The skills we learn and utilize as managers within higher education are grounded in our views of the world and our perceptions of organizations. You will be exposed both to frameworks and theories as well as skills to use as managers and leaders.

*The only thing more useful than a good theory is several good theories—  
particularly if they happen to be in conflict with one another.*

Robert Birnbaum

## Course Objectives

1. Develop an understanding and appreciation of the complexity and uniqueness of higher education administration and recognize the significance of using multiple paradigmatic, conceptual, and theoretical perspectives to make sense of behavior in IHEs.
2. Use multiple theoretical and conceptual frameworks to analyze, understand, and adapt administrative and management processes (e.g., hiring, supervising, planning) to particular contexts and problems.
3. Refine skills of analysis, synthesis, and communication concerning issues and ideas salient to higher education organization and administration.
4. Enhance training and workshop facilitation skills.
5. Gain knowledge and skill staff recruitment and selection; supervision, evaluation, and personnel management; budgeting, financial and other resource management; time, task, and project management; learning outcomes and their assessment; and strategic planning.
6. Relate the material in the course to your professional goals and objectives, educational settings, and work settings.

## Course Texts and Reference Texts

### Required Texts

Birnbaum, R. (1988). *How colleges work: The cybernetics of academic organization and leadership*. San Francisco: Jossey-Bass. (Birnbaum)

Bolman, L. G., & Deal, T. E. (2006). *Reframing organizations: Artistry, choice, and leadership* (4<sup>th</sup> edition). San Francisco: Jossey-Bass. (Bolman & Deal)

Smiley, J. (1995). *Moo: A novel*. New York: Anchor Books. (Moo)

*Publication Manual of the American Psychological Association* (6<sup>th</sup> edition), available in local bookstores or at <http://books.apa.org/books.cfm?id=4200066>

### Strongly recommended that you purchase one of these

Lucas, R. W. (2009). *Training workshop essentials: Designing, developing, and delivering learning events that get results*. New York: Pfeiffer.

Van Kavelaar, E. K. (1997). *Conducting training workshops: A crash course for beginners*. New York: Pfeiffer.

**Note:** Some of the readings overlap from time to time. If you understand a concept, then you can skim the other sources. But, for some people it will take them reading the same concept a third time until it really makes sense. Also, each of the authors presents the material in a slightly different way.

## Course Outline

### January 17

Topics: Course overview, Review syllabus, Review assignments, Select training topic/establish groups, Start paradigm discussion

Readings - syllabus, writing information, presentation information

### Homework for 1/24

Each group needs to provide answers to the following questions (Note: The document will be handed in at the end of the class, but make sure each group member has a copy.):

How are institutions of higher education distinct from other organizations?

What does it mean that an organization is a system?

Looking at higher education organizations, what are examples of inputs, processes (recurring events), functions, structures (regular patterns of relationships among units, processes or functions), environments (government, associations, groups), and outputs or outcomes (products, services, human capacity, effectiveness, external image)?

How does the traditional/dominant/industrial/Newtonian paradigm influence how we view action and structures in organizations?

What are the underlying assumptions associated with the emergent paradigm?

How are individuals in higher education consciously or subconsciously attempting to rectify the tension between the two paradigms?

How does perception relate to the existence of paradigms in our experience in organizations?

How might emergent paradigm perspectives influence our view of organizations, organizational functioning, and our actions as organizational members and leaders?

### January 24

Topic - Classic and changing world views and views of organizations; Organizational and administrative history, philosophy, and the context of higher education

Readings - Birnbaum - Chapter 1, 2, 3; Bolman & Deal, Chapters 1, 2; Love & Estanek – Chapter 1

Discuss the homework questions.

### January 31

Topics - Organizations as bureaucracy, structures, and machines

Reading - Birnbaum - Chapters 5; Bolman & Deal – Chapters 3, 4, 5

Questions:

How do structures impact organizational processes?

How do structures reify behaviors and patterns of activity?

How do the assumptions of bureaucracy relate to the paradigm discussion?

What are the strengths and weaknesses of this lens for understanding higher education

institutions?

### **February 7 – Interview paper due**

Topic - Organization as a collegium and human resource frame

Reading - Birnbaum - Chapter 4; Bolman & Deal, Chapters 6, 7, 8

Questions:

What is a collegium?

To what degree are organizations defined by the people within them?

How do intergroup relations, interpersonal skills, and development impact organizational processes?

How do the assumptions of human resources theories relate to the paradigm discussion?

What are the strengths and weaknesses of this lens for understanding higher education institutions?

### **February 14**

Topic - Organizations as political systems

Reading - Birnbaum - Chapter 6; Bolman & Deal, Chapters 9, 10 11

Questions:

What are the major characteristics of the political model?

How are political elements and processes evident in your organizational environment?

What are the major characteristics of the organized anarchy model?

How do the assumptions of political systems relate to the paradigm discussion?

What are the strengths and weaknesses of this lens for understanding higher education institutions?

### **February 21**

Topic - Organizations as cultures or symbolic systems

Readings – Bolman & Deal - Chapters 12, 13, 14

Questions:

What is culture?

How has it been defined differently?

How does culture impact the institution?

What is the role of values (e.g., authenticity, integrity, care) in organizational functioning and understanding?

What is the role of purpose, vision, mission, credo, ethos, and ethics in organizational functioning and understanding?

What are myths rituals, stories, and metaphors?

How do the assumptions of the cultural model relate to the paradigm discussion?

What are the strengths and weaknesses of this lens for understanding higher education institutions?

**February 28**

Topic – Organized Anarchy and other theories  
 Readings – Birnbaum – Chapter 7

**March 6**

Topic - Combining organizational lens: Synthesis and integration  
 Readings - Birnbaum - Chapters 8, 9; Bolman & Deal – Chapters 15, 16, 19, 20, 21

## Questions:

How are combined approaches helpful?  
 What theories does the cybernetic model combine? What is left out?  
 How would you operate differently in your workplace given the principles in the cybernetic model?  
 How does one operate from a multiple frame perspective?

**March 13 – Spring Break****March 20**

I will be presenting at the ACUI Conference in Boston, so there will either be a guest speaker or a panel.

Update (1/17/12): Looks like I will be able to fly out after class, so we will probably have class.

**March 27**

ACPA – no class.

**April 3 – *Moo* Analysis Paper due, Readings for workshops must be posted on Sakai**

Topic – Analysis of *Moo*

**April 10**

Topic – Analysis of *Moo* continued  
 Synthesis and Summary

**April 17**

Workshops

**April 24 – Paper due from April 17<sup>th</sup> workshops**

Workshops

**May 1 – Paper due from April 24<sup>th</sup> workshops**

Workshops

**May 8 – Paper due from May 1<sup>st</sup> workshops**

Final Exam

## Class Assignments

### General Information on writing assignments

Expectations about writing have been distributed. You are responsible for following these!

### Administrator Interview (15%)

Due Date – February 7

Length – no more than 2500 words (excluding title page and references)

You are to interview two student affairs or higher education middle managers – people who supervise a staff of people (at least some of whom are professionals) or direct a function (e.g., advising, career planning and placement, student life, an academic department). Once you identify the people you wish to interview, submit the names to me and post them on Sakai. No person can be interviewed twice and it will be “first come, first served” and I will arbitrate any “ties.” **Note:** You cannot interview someone in a functional area in which you have worked or are working.

The main purpose of this interview is to learn about their work and their perspective on organizing and administering and then **to analyze what they say from a paradigmatic perspective**. Another of the purposes of this assignment is to produce a pool of data about the experiences of managers, in addition to our own, that we can use in class. The focus is on what they do as administrators, not on the office in which they work. Get them to be as specific as possible about their answers. The paper should consist of an integrated summary of your interview and a comparison of your findings with the readings and the information discussed in class.

Some suggested questions and areas to explore with these administrators are:

- Please describe your job.
- How would you describe your job to someone not in your field (i.e., outside of higher education)?
- What specific tasks must you accomplish on a day-to-day or week-to-week basis?
- What are the skills and competencies that are most important to your success? How did you gain these skills and competencies?
- What do you do especially well?
- What barriers exist to your success?
- How has your job changed during the past several years?
- How has technology affected your job?
- What do you find most rewarding about your job? What do you find most frustrating?
- What one thing would you change about your job if you could?

Specific skills and competencies about which you could inquire are:

- Budgeting and fiscal management
- Resource attraction
- Supervision and evaluation
- Staff recruitment and hiring

- Staff orientation, training, and development
- Outcomes assessment
- Organizational improvement

Try to get your interviewees to be as specific as possible. One suggestion is to jot down very short notes during the interviews and then **immediately** afterwards sit down alone, reconstruct the interview, and write fuller notes. Also, if you are or have been a manager (in or out of higher education) reflect on answers to these questions as well. Your reflections and insights can be incorporated into the paper as well.

### **Novel Analysis (25%)**

Due Date – April 3

Length – no more than 20 pages (excluding title page and references)

The purpose of this assignment is to analyze the novel *Moo* from the perspective of the frames discussed in class:

- bureaucratic/structural
- collegial/human resource
- political
- organized anarchy (garbage can model of decision-making)
- organizational cultural/symbolic

Each student will analyze the novel from the perspective of three frames, two of which will be assigned and the third will be chosen by the student.

Questions to consider:

- Where are the frames in evidence in the novel?
- Who displays a dominant frame and how is it in evidence?
- As a manager how might you act (specifying the frame) in order to change any of the outcomes in the novel?
- How do people operating from different frames result in conflict or confusion in the novel?
- How has analyzing the novel assisted you in identifying the frames and assumptions from which you or others operate?

### **Administrative Training Sessions - 15%**

There will be six 75-minute training sessions facilitated by students during the last three weeks of the semester. The purpose of these training sessions is to focus on skill development within the area assigned, which is why they are labeled training sessions instead of presentations. Each group is also responsible for conducting an evaluation of their training session (including developing their own evaluation instrument or process).

The topics for this assignment are:

- staff recruitment and selection
- supervision, evaluation, and personnel management

- budgeting, financial and other resource management
- time, task, and project management
- learning outcomes and their assessment
- strategic planning

Two formal readings are to be posted to Sakai by **April 3**.

Outline of training session due to me by class on **April 10**. The outline for the session should include:

- the overall focus of the session
- skills to be addressed
- anticipated learning outcomes
- plan for how the skills will be addressed

The books on training have been specifically recommended for assistance with this part of the project.

**Note:** Information from each of the training sessions and readings will be on the final exam.

### **Group Paper on Training Topic – 20%**

The final report will be no more than 25 pages and include a synthesis of the literature on the topic, the outline and notes of the training session, reflection on evaluations of the training session (including any changes you would make based on the evaluations), and annotated resources/bibliography.

### **Final Exam (25%)**

The final exam will be 2 hours and will consist of two parts. Part one will be one hour, closed book, and short answer. Part two will be open book and open notes and consist of essays.

Note: The readings and content of the training workshops will be included in the exam.

## **Grading**

Grades will be determined as follows:

Administrator Interview paper	15%
Novel Analysis paper	25%
Group Training Session	15%
Group Paper on Training Topic	20%
<u>Final exam</u>	<u>25%</u>
Total	100%